
THE INFLUENCING OF MEDIA SENTENCE BUILDING GRID TO THE INCREASING WRITING ABILITY ON MIDWIFERY COLLEGERS AT STIK BINA HUSADA PALEMBANG

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ABSTRACT : The objective of this research was to find out whether or not there is a influencing of media sentence building grid to the increasing writing ability on midwifery students. This research was descriptive study and the sample of this research was taken by using total sampling with total 70 midwifery students at STIK Bina Husada Palembang. The data were obtained by using writing test that were analyzed by using t-test and paired sample correlation analyses by means of Statistical Product and Service Solution (SPSS) version 12.00 computer program. Based on the data analysis, the influencing of media sentence building to the increasing writing ability in paragraph was 4.750 at the significance level $p < 0.05$ in two tailed. Since the value of t_{obtained} was higher than the critical value of t_{table} and the paired sample was 0.540. Most of students got the improvement and the outstanding level after giving the treatment. It meant that there was a significant influencing of building sentence grid to the increasing writing ability.

Keywords: *influencing, media sentence building grid, and writing ability.*

PENGARUH MEDIA SENTENCE BUILDING GRID TERHADAP MENINGKATNYA KEMAMPUAN MENULIS PADA KOLEGA KEBIDANAN DI STIK BINA HUSADA PALEMBANG

ABSTRAK: Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya pengaruh media sentence building grid terhadap meningkatnya kemampuan menulis pada kolega kebidanan. Penelitian ini merupakan penelitian deskriptif dan sampel penelitian ini diambil dengan menggunakan total sampling dengan total 70 siswa kebidanan di STIK Bina Husada Palembang. Data diperoleh dengan menggunakan tes menulis. Untuk memverifikasi hipotesis, data primer dianalisis dengan menggunakan uji t-test dan analisis korelasi sampel berpasangan dengan menggunakan program produk *Statistik Product and Service Solution* (SPSS) versi 12.00. Berdasarkan analisis data, pengaruh pembentukan kalimat media terhadap peningkatan kemampuan menulis pada paragraf adalah 4.750 pada tingkat signifikansi $p < 0.05$ dalam two tailed. Karena nilai t-diperoleh lebih tinggi dari nilai kritis t_{tabel} dan sampel berpasangan adalah 0.540. Sebagian besar siswa mendapat peningkatan menulis dan mendapat tingkat *outstanding*. Artinya ada pengaruh yang signifikan dalam *media sentence builing grid* terhadap peningkatan kemampuan menulis.

Kata Kunci: *Pengaruh, media sentence building grid, dan kemampuan menulis.*

INTRODUCTION

Language plays an important role in the intellectual, social and emotional development of learners. Language is an introduction to communication and interaction in social life. Having the ability of the language will facilitate the process of obtaining information because of language as a medium in expressing ideas, thoughts and feelings.

In teaching and learning, language is very important that aims to get students information easily. Language teaching can help learners develop communication skills. Therefore, it is very important for students to have language skills. Language skills include four aspects, namely: listening, writing, reading and speaking skills.

The four language skills are mutually supportive of each other. Thus, the process of teaching require an alignment. According to Harun et.al. (2007, p. 95), "Teaching four skills in an integration allows teachers the freedom to create learning activities that appeal to students and to motivate students to learn." Similarly, it happens in English language learning at the university. English language learning at the university should incorporate four

language skills. In developing students ability, the teachers need media to support teaching and learning process in order to achieve the learning target.

According to Azhar (2007), in teaching and learning process, there are two very important elements namely teaching methods and learning media. Furthermore, he also stated that one of the main functions of learning media is a teaching tool that also influences climate, condition, and learning environment arranged and created by the teacher. It is supported by Briggs in Susilana & Riyana (2007, p. 5). He states "the media is a tool to provide incentives for students to occur in the learning process". Moreover, the media is a messenger technology that can be utilized for learning purposes. Media is classified as follows (1) human-based media (teacher, instructor, tutor, playing role, group activity, field trip), (2) printed media (books, workbooks and modules), (3) visual-based media (books, charts, graphics, maps, drawings, transparencies, slides), (4) audio-visual media (video, film, tape slide program, and television), (5) computer-based media (computer-assisted teaching, interactive video, and hyper text) (Leshin, Pollock & Reigeluth, 2009).

The use of media can help the teacher in transferring the material in order to make the students comprehend the material and improve their writing skill. The use of some media can be as choices, for example, media sentence building grid. Sentence building grid is a simple way to help students place parts of sentences to form a correct sentence that consists of a sentence structure that includes subject and object. Sentence building grid is a teaching aid that allows learners to construct sentences by choosing parts of sentences and putting them together to form logical sentences. This media is the way to improve the students' writing in sentence and paragraph.

Writing is transcribing ideas into written language. According to Hedge (2000, p. 302), "writing is the result of the employing the message strategies to manage the composing process, which is one of the gradually developing a text". It involves a number of activities. According to Hedge (2002, p.302), the writing activities describes as follows: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, the revising and editing as the last activities.

In activities, the researcher use descriptive essay writing. Descriptive writing is used in all models of writing (expository, narrative, and persuasive) to create a vivid and lasting impression of the person, place or thing. In making the essay writing the learners use their writing to show their communication through written language as essay descriptive.

According to Berk (1985, p.3), "communication through written language is the act of transmitting thoughts, feelings and ideas from "up here" in the head to "down here" on paper". By writing, people can express their wants and they can show what their feeling. According to Chappell (2011, p.10), "writing is a creative process an intellectual exercise the result in a symbolic product, story, report, essay, memo, letter or paragraph".

In addition, Tan (2012) states, writing can be a great tool to help you know more about the way you think and it can solidify ideas and thoughts, and allow you to reflect on them better than if the ideas remained evolving in your head. So that's why, writing is important for students in the process of learning and writing skills can be the ticket to better college grades and greater academic achievement, Hansen et al

(2000). According to Chappell (2011), that makes writing so important mainly are;

- Writing is portable and permanent. It makes people thinking visible.
- Writing helps people move easily among facts, inferences, and opinions without getting confused—and without confusing the reader
- Writing promotes ability to pose worthwhile questions.
- Writing fosters our ability to explain a complex position to readers, and to our-self.
- Writing helps other give feedback.
- Writing helps people refine their ideas when we give others feedback.
- Writing requires that people anticipate their readers' needs. Their ability to do so demonstrates their intellectual flexibility and maturity.
- Writing ideas down preserves them so that people can reflect upon them later.
- Writing out their ideas permits people to evaluate the adequacy of their argument.
- Writing stimulates people to extend a line of thought beyond our first impressions or gut responses.
- Writing helps people to understand how truth is established in a given discipline.

- Writing equips people with the communication and thinking skills which they need to participate effectively in democracy.

Researcher concluded that a meaningful learning process is a learning process that is able to make students interact directly with teaching materials. Therefore, required a learning media can make students interact with teaching materials. Media sentence building grid is a medium that is seen as effective in teaching writing English sentences. Based on the above, the writer conducted this research with the title “The Influencing of Media Sentence Building Grid to the Increasing Writing Ability On Midwifery Collegers at Stik Bina Husada Palembang”.

METHODOLOGY

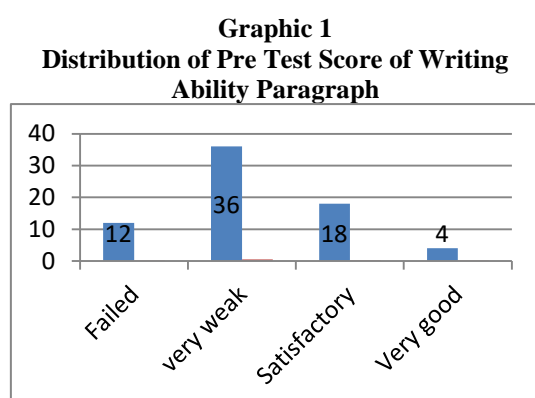
The researcher used descriptive study in conducting this research. In this study, the researcher would like to find out the influence of sentence building grid to the writing skill on midwifery students. A t-test and paired sample correlation was used in this study. The sample of research were the students of midwifery study program which amounted to 70 students by using total sampling technique as a method to select the sample of this study.

The study was conducted by using writing test which was divided into two, writing paragraph and writing tenses.

FINDING AND DISCUSSION

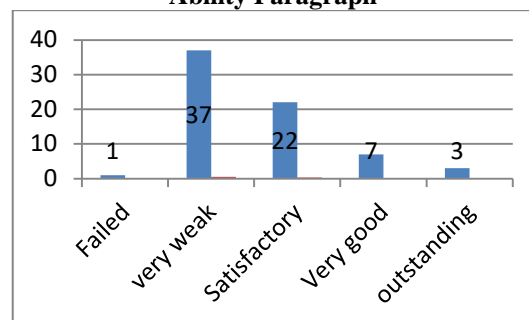
From the analyzing the data, the study found the important things. There are five important findings of this study.

First, Based on the analysis of students' writing ability, in pretest was found that there 12 (17%) students were failed, 36 (51%) students were at very weak level, 18 (26%) students were at a satisfactory level, and 4 (6%) students were at very good or excellent level. The lowest score of the writing test of the paragraph is 47, and the highest score was 93. (see graphic 1)



In the post test result, 1 (1%) student was failed, 37 (53%) students were very weak, 22 (32%) students were satisfied, 7 (10%) students were at very good, and 3 (4%) students were at the outstanding. Moreover, the lowest score of post test in the paragraph writing test was 50 and the highest score is 97. (see graphic 2)

Graphic 1
Distribution of Post Test Score of Writing Ability Paragraph



Second, To see the effect of media building sentence grid on writing ability, T-test and person product moment coefficient were applied that can be seen in table 4.1 and 4.2 as follows

Table 1
Paired sample T-test result

	Paired Differences					t	Sig. (2- tailed)
	Mean	Std. Deviat ion	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pair 1 pretest - posttest	5.443	9.587	1.146	-7.729	-3.157	4.750	.000

Table 2
Paired sample correlation

	N	Correlation	Sig.
Pair 1 pretest & posttest	70	.540	.000

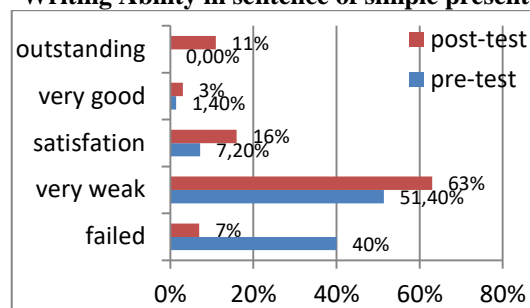
Based on the result of t-test analysis, it is found that there was a significant positive influence on the pre test and post test that shows $t_{\text{obtained}} = 4.750$, from t_{table} with df 69 showing 1.671, while for result T is 4.750. Based on the results of pearson product moment analysis on paired sample, it was found that the building sentence grid

has a significant positive correlation to the writing ability of the students paragraph that was obtained ($r = .540$, $.000 < .05$) and this means occupying the medium or sufficient category correlation based on the interpretation of r - value.

Third, Based on the analysis of the ability to write simple present sentences of students on the pre test and post test, it was found that in the pre test there were 28 (40%) students failed, 36 (51.40%) students were at very weak, 5 (7.20%) students were at a satisfactory level, and 1 (1.40%) student was at very good. Moreover, the lowest score in the writing test of the paragraph was 30, and the highest score is 90 and the average score was 59.

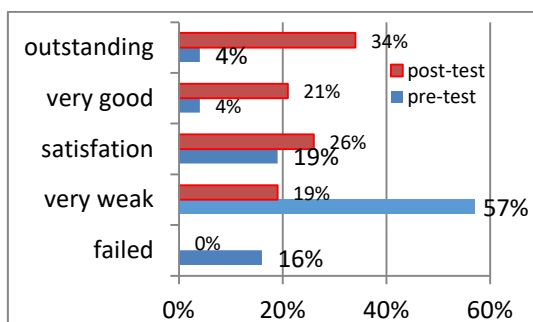
Based on the results of post test, there were 5 (7%) students failed, 44 (63%) students were very weak, 11 (16%) students were satisfactory, 2 (3%) the student were very good, and 8 (11%) students were at the outstanding level. Moreover, the lowest score in the writing test paragraph was 50, and the highest score is 100 and the average score was 71 (see graphic 3).

Graphic 3
Distribution of Pre and post Test Score of Writing Ability in sentence of simple present



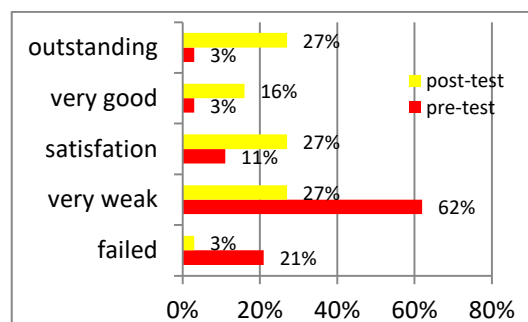
Fourth, Based on the analysis of the ability to write simple present sentences of students on the pre test and post test, it was found that in the pre test there were 11 students (6%) failed, 40 (57%) students were at very weak level, 13 (19%) were satisfying level, 3 (4%) students were at very good level, and 3 (4%) students were at outstanding level. The lowest score in writing paragraph test is 40, and the highest score is 100 and the average score is 68. While, in pre test there are 0 (0%) student failed, 13 (19%) students are at very weak level, 18 (26%) students are at satisfactory level, 15 (21%) students are at very good, and 24 (34%) of the students were at the outstanding level, and the lowest score in the paragraph writing test was 60, and the highest score was 100 and the average score was 86 (see graphic 4).

Graphic 4
Distribution of Pre and post Test Score of Writing Ability in Sentence Of Simple Past



Fifth, Based on the analysis of the ability to write simple sentences present to the students on the pre test and post test, it was found that there were 15 students (21%) failed, 43 (62%) students were very weak, 8 (11%) satisfactory, 2 (3%) students were at very good level, and 2 (3%) students were at the outstanding level, and the lowest score in the writing test paragraph was 40, and the highest score is 100 and the average score was 65. While, in pre test there were 2 (3%) students failed, 19 (27%) students were at very weak level, 19 (27%) students were at satisfactory level, 11 (16%) students were in very good, and 19 (27%) students were at the outstanding level, and the lowest score in the writing test paragraph is 50, and the highest score was 100 and the average score was 83. (see graphic 5).

Graphic 5
Distribution of Pre and Post Test Score of Writing Ability in Sentence of Simple Future



To strengthen the value of this study, here are some interpretations based on the results of data analysis. Access to mastering and learning English has been opened widely, students can use many ways to expand their English, such as reading. However, the students are not used to doing that. They are not introduced to the excitement of the English language, although by mastering English, students can easily communicate with people from other countries in English.

Based on the result of the research, it is found that there is a correlation between attitude toward English on the ability of writing STIK Bina Husada midwifery study program. This is proven that t-value was 4.570 and paired correlation coefficient was 0.540. It can be concluded that the media gift building sentence grid had affect students' writing skills.

The influence of media building sentence grid is one of the factors that

influence the learning of foreign language because of how much effort the students do in language learning depends partly on the media used.

CONCLUSION

The use of media building sentence grid is proven to be effective in elevating students' score in writing skill in English significantly. Furthermore, based on the paired sample correlation analysis, it was found that this medium has a significant positive correlation with the ability to write. The correlation is moderate or sufficient. This means that students who are taught in the use of media building sentence grid tend to get an increase in the value of writing skills in writing a paragraph essay containing three types of simple sentences and make sentences of three simple sentences that simple present, simple past, and simple future

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